

**BACHELOR OF APPLIED ARTS  
DIPLOMA IN JOURNALISM, PUBLIC RELATIONS,  
OR CREATIVE PHOTOGRAPHY**

**FALL 2010  
MDST 1050-Section 3**

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<b>Course Title:</b>	Introduction to Media Writing
<b>Pre-requisites:</b>	None
<b>Co-requisites:</b>	None
<b>Credits:</b>	0.50
<b>Course Website (If applicable):</b>	<a href="http://www.onlineguelphhumber.ca/">http://www.onlineguelphhumber.ca/</a>
<b>Method of Delivery:</b>	Lecture

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**Calendar Description:**

This interdisciplinary course covers the theory and practice of writing and editing for media publications and public relations purposes. It examines the usefulness of these types of communication and analyzes the differences in journalistic and public relations intent. Students study and practice writing news stories, news releases, speeches, and other forms of media writing. They will also interact with guest from the industry to discuss and reflect on experience and expertise.

## Course Learning Outcomes

On completion of this course the student will be able to:

1. Identify and distinguish between various forms of media writing, including alerts, news releases, press statements, news stories, editorials, columns, reviews and features
2. Explain the differences in intent between public relations and journalism
3. Analyze the impact of public relations on government, charitable organizations and corporations
4. Write a basic news story using inverted pyramid and applying best practices of grammar and style according to Canadian Press Stylebook
5. Demonstrate an understanding of current news events through daily examination of newspaper, radio, TV and online sources
6. Apply basic interviewing techniques as required by journalists and public relations practitioners
7. Write press releases as an agent working on behalf of a corporation (business and non-profit)
8. Demonstrate the use of various research tools including university library resources, online search engines and various hard-copy publications

## Learning Resources

### Required Textbook(s):

**Title:** Writing for the Mass Media

**Author:** James Glen Stovall

**Edition:** 7th

**\*ISBN-13:** 978-0-205-62784-4

**\*ISBN-10:** 0-205-62784-6

### Supplementary Text/ Other:

**Title:** The Canadian Press Stylebook

**Author:** The Canadian Press

**Edition:** 15th

**\*ISBN:** 978-0-920009-42-0

**Recommended daily reading:** Any major Toronto newspaper (print or online)

## Course Schedule

Week(s)/ Lesson	Topic	Reading(s)/ Activities
1.	<p style="text-align: center;"><b>WEEK ONE</b> <b>Tuesday September 07</b></p> <p><b>INTRO</b> Course outline, rules and expectations</p> <p><b>LAB</b> Dealing with the public: In Class Assignment/Streeters: What kind of music do you listen to and why?</p> <p><b>ASSIGNMENT</b> <i>-Personal Essay</i> Write a personal essay of 500 words, explaining who you are, why you are here at Guelph-Humber, what in your past led you to this program at GH. DUE: Tuesday Sept 14<sup>th</sup>.</p> <p><b>ASSIGNED READINGS</b> <u>Writing for the Mass Media:</u> Chapter 1 Chapter 2</p>	

Week(s)/ Lesson	Topic	Reading(s)/ Activities
2	<p style="text-align: center;"><b>WEEK TWO</b> <b>Tuesday September 14</b></p> <p><b>PERSONAL ESSAY DUE AT START OF CLASS</b></p> <p><b>Practice Quiz</b> -Current Events</p> <p><b>LECTURE/DISCUSSION</b> News and publicity</p> <p><b>LAB</b> Check media sources for examples of News vs. Publicity. Writing exercise.</p> <p><b>ASSIGNED READINGS</b></p> <p><u>Writing for the Mass Media:</u> Chapter 3</p> <p><u>Canadian Press Stylebook – 15<sup>th</sup> Edition:</u> Pages 50-110 Pages 243-296</p> <p><u>Or 16<sup>th</sup> edition</u> Pages 54-117 Pages 251- 303</p>	

Week(s)/ Lesson	Topic	Reading(s)/ Activities
3	<p style="text-align: center;"><b>WEEK THREE</b> <b>Tuesday September 21</b></p> <p><b>QUIZ 1</b> -Current Events -Writing for Mass Media Assigned Reading -CP Style Guide Assigned Reading</p> <p><b>LECTURE/DISCUSSION</b> What is good writing, basic writing techniques and writing for the mass media.</p> <p><b>LAB</b> Writing exercise</p> <p><b>ASSIGNED READINGS</b></p> <p><u>Writing for the Mass Media:</u> Chapter 4</p>	

Week(s)/ Lesson	Topic	Reading(s)/ Activities
4	<p style="text-align: center;"><b>WEEK FOUR</b> <b>Tuesday September 28</b></p> <p><b>QUIZ 2</b> -Current Events -Writing for Mass Media Assigned Reading -CP Style Guide Assigned Reading</p> <p><b>LECTURE/DISCUSSION</b> News values (news pegs)</p> <p><b>ASSIGNMENT #1:</b> Based on the NEWS PEGS, write a two-page report detailing the news elements used in a print story in the past week and with accompanying photo(s). Analyze both words and photos for the NEWS PEGS and detail how Public Relations was a factor in the coverage. Examine if the story was effective in communicating the news to its target audience. Due Tuesday Oct. 5 at the start of class.</p> <p><b>LAB</b> Review newspapers. Work on news pegs assignment.</p> <p><b>ASSIGNED READINGS</b> <u>Writing for the Mass Media</u> Chapter 5 Chapter 6</p> <p><u>CP Stylebook</u> Pages 303-348 of 15th Edition Pages 68-70 of 15th Edition (Freedom of Information)</p>	

Week(s)/ Lesson	Topic	Reading(s)/ Activities
4.	<p style="text-align: center;"><b>WEEK FIVE</b> <b>Tuesday October 5</b></p> <p><b>ASSIGNMENT #1 IS DUE AT START OF CLASS</b></p> <p><b>QUIZ 3</b> -Current Events -Writing for Mass Media Assigned Reading -CP Style Guide Assigned Reading</p> <p><b>DISCUSSION</b> The inverted pyramid and writing leads. Story types.</p> <p><b>LAB</b> Practice leads.</p> <p><b>ASSIGNMENT #2:</b> Write a series of leads from news releases and info provided. DUE: Tuesday Oct 12<sup>th</sup>.</p> <p><b>ASSIGNED READING</b> <u>Writing for the Mass Media</u> Appendix A</p> <p><u>CP Stylebook</u> Pages 340-434 of 15th edition Pages 347-440 of 16<sup>th</sup> edition</p>	

Week(s)/ Lesson	Topic	Reading(s)/ Activities
5.	<p style="text-align: center;"><b>WEEK SIX</b> <b>Tuesday October 12</b></p> <p><b>ASSIGNMENT #2 DUE AT START OF CLASS</b></p> <p><b>QUIZ 4</b> -Current events -CP style book reading from last week -Writing for Mass Media</p> <p><b>DISCUSSION</b> Researching techniques.</p> <p><b>ASSIGNMENT:</b> Prepare for mid-term exam next week.</p> <p><b>NEXT WEEK:</b></p> <p>Read seven days of the Toronto Star and the Globe and Mail for coverage of the mayoralty race in Toronto. Next week's quiz is all about the race for mayor in that city.</p>	
6.	<p style="text-align: center;"><b>WEEK SEVEN</b> <b>Tuesday October 19</b></p> <p><b>MID-TERM EXAM</b> One hour exam in five sections: (A) Punctuation (B) Grammar (C) Journalistic writing (D) News values and leads (E) Text readings</p>	



Week(s)/ Lesson	Topic	Reading(s)/ Activities
7.	<p style="text-align: center;"><b>WEEK EIGHT</b> <b>Tuesday October 26</b></p> <p><b>QUIZ 5</b> Current events: Toronto mayoralty race</p> <p><b>DISCUSSION:</b> Interviewing techniques and how to get the most out of a subject. Research</p>	
8.	<p style="text-align: center;"><b>WEEK NINE</b> <b>Tuesday November 2</b></p> <p><b>QUIZ 6</b> -Current Events</p> <p><b>GUEST SPEAKER:</b></p> <p>Pierrette Masimango Producer/Scriptwriter, News Canada</p> <p><b>DISCUSSION/LAB</b> Interview/Scrum with a subject.</p> <p><b>ASSIGNMENT #3</b> Write a two-page story, 700 word, double-spaced, on the interview subject. DUE: Monday, Nov. 15</p> <p><b>ASSIGNED READINGS</b> <u>Writing for the Mass Media</u> Chapter 10 Chapter 11</p>	

Week(s)/ Lesson	Topic	Reading(s)/ Activities
9.	<p style="text-align: center;"><b>WEEK TEN</b> <b>Tuesday November 9</b></p> <p><b>ASSIGNMENT #3 DUE AT START OF CLASS</b></p> <p><b>NEWS QUIZ 7</b> News, sports, entertainment questions</p> <p><b>LECTURE/DISCUSSION</b> -Public Relations The public relations industry. The differences between publics, markets and audiences. How to be successful in the Public Relations industry. The qualities of an effective PR agent. How to start from scratch and build a contact database. The ultimate success story.</p> <p>-Press releases.</p> <p><b>ASSIGNMENT #4</b> Write press releases based on info provided. DUE: Monday Nov. 22</p> <p><b>ASSIGNED READINGS</b> <u>Writing for the Mass Media</u> Chapter 9</p> <p><u>CP Stylebook</u> Pages 404-405</p>	

<b>Week(s)/ Lesson</b>	<b>Topic</b>	<b>Reading(s)/ Activities</b>
10.	<p style="text-align: center;"><b>WEEK ELEVEN</b> <b>Tuesday November 16</b></p> <p><b>ASSIGNMENT #4 DUE AT START OF CLASS</b></p> <p><b>QUIZ 8</b> -Current events -CP style book reading from last week -Writing for Mass Media</p> <p><b>GUEST SPEAKER: TBA</b></p> <p><b>LECTURE/DISCUSSION</b> Public relations, publicity and developing a relationship with the media.</p> <p><b>ASSIGNED READING</b> Writing for the Mass Media Chapter 9</p>	

Week(s)/ Lesson	Topic	Reading(s)/ Activities
11.	<p style="text-align: center;"><b>WEEK TWELVE</b> <b>Tuesday November 23</b></p> <p><b>QUIZ 9</b> -Current Events</p> <p><b>LECTURE/DISCUSSION</b> Broadcast writing. How it varies from TV to radio. Speech writing</p> <p><b>LAB</b> Write and present a speech. Work in groups (topic to be assigned to each group). Group to pick speaker.</p> <p>Analyze as a class how each group was effective or how it could have improved the wording or message.</p> <p><b><u>Note:</u> IN CLASS TEST IS NEXT WEEK</b></p>	
13.	<p style="text-align: center;"><b>WEEK Thirteen</b> <b>Tuesday Nov 30th</b></p> <p><b>In Class test</b></p> <p><b>SECTION A:</b> CP style, spelling, punctuation and grammar <b>(30 points)</b></p> <p><b>SECTION B:</b> Style - know what makes a good lead to a story <b>(10 points)</b></p> <p><b>SECTION C:</b> Tests theory <b>(40 points)</b></p> <p><b>SECTION D:</b> Two writing assignments <b>(20 points)</b></p>	

## Evaluation and due dates

Students will be evaluated in this course through:

Quiz (9 Quiz + 1 Personal Essay)	20%
Assignments (4x10%)	40%
Mid-term	15%
In Class Test	25%
<b>Total</b>	<b><u>100%</u></b>

### Notes:

- Every Quiz will happen at the beginning of each class.
- When an Assignment is due, it must be submitted in the first five minutes of the class. Otherwise it will be considered late and late penalties of 10% each day will apply. If an assignment is submitted to my mailbox on the 4<sup>th</sup> floor, it must be time stamped.

## **Academic Policies**

### **Important University of Guelph-Humber Academic Regulations**

#### **Academic Integrity / Academic Honesty**

Academic misconduct is behaviour that erodes the basis of mutual trust on which scholarly exchanges commonly rest, undermines the University's exercise of its responsibility to evaluate students' academic achievements, or restricts the University's ability to accomplish its learning objectives.

The University takes a serious view of academic misconduct and will severely penalize students, faculty and staff who are found guilty of offences associated with misappropriation of others' work, misrepresentation of personal performance and fraud, improper access to scholarly resources, and obstructing others in pursuit of their academic endeavours. In addition to this policy, the University has adopted a number of policies that govern such offences, including the policies on Misconduct in Research and Scholarship and the Student Rights and Responsibilities regulations. These policies will be strictly enforced.

It is the responsibility of the University, its faculty, students and staff to be aware of what constitutes academic misconduct and to do as much as possible through establishment and use of policies and preventive procedures to limit the likelihood of offences occurring. Furthermore, individual members of the University community have the specific responsibility of initiating appropriate action in all instances where academic misconduct is believed to have taken place. This responsibility includes reporting such offences when they occur and making one's disapproval of such behaviour obvious.

University of Guelph-Humber students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff and students have the responsibility of supporting an environment that discourages misconduct. Students should also be aware that if they find their academic performance affected by medical, psychological or compassionate circumstances, they should inform the appropriate individuals, (instructors, Program Advisor) and follow the available procedures for academic consideration outlined in the University's calendar.

Students are encouraged to review the policy in the 2008-2009 Academic Calendar at:  
<http://www.uoguelph.ca/registrar/calendars/guelphhumber/current/c07/c07-amisconduct.shtml>

#### **Grading Procedures**

Feedback to students on work completed or in progress is an integral part of teaching and learning in that it allows students to measure their understanding of material and their progress toward achieving learning objectives. Feedback often goes beyond grading and should be an indication of the standard a student has achieved and should include comments on the particular strengths and weaknesses of a student's performance. While the nature and frequency of such feedback will vary with the course, the University of Guelph-Humber is committed to providing students with appropriate and timely feedback on their work. Faculty members are

urged to provide meaningful feedback (approximately 20% of the total course evaluation is the standard), prior to the 40<sup>th</sup> class day. This is the last day that students are permitted to drop classes without incurring any academic penalties.

### **Missed Final Exams / Deferred Privileges**

When students do not write a required final examination, complete a final assignment, or complete a work term report prior to the last class date, they must request Academic Consideration to be considered for a deferred privilege. When granted, a deferred privilege allows a student the opportunity to complete the final course requirements after the end of the semester, but during established timelines.

Please note that faculty members do not grant deferred privileges. Faculty can only grant academic consideration for work that is due during the semester and cannot grant extensions beyond their deadline for submission of final grades.

The nature of the deferred privilege may take the form of either a deferred condition or a deferred examination. The Admissions and Academic Review Sub-Committee grants deferred privileges on the basis of **medical, psychological** or **compassionate** consideration. Please see your Admission and Program advisor for details.

### **Accommodation Procedures**

Students will identify themselves to Services for Students with Disabilities and, where required, provide appropriate documentation of their need. Where appropriate, students will inform individual instructors of their disabilities and academic accommodations required, by distributing the "*SSD Memo to Faculty*".

#### **When students require test accommodations, they will:**

- Remind instructors at least **one week in advance** of each test or as soon as possible, that they require test accommodations
- Book the test date and time in the SSD office or make the appropriate arrangements to write in the Test Centre at least one week in advance of each test, or as soon as possible.

Students with special needs are accommodated through Humber ITAL Services for Students with Disabilities. Students should make themselves familiar with the policies relating to special accommodations by visiting the website at:

[http://studentservices.humberc.on.ca/ssd/pnp/fac\\_resp.htm](http://studentservices.humberc.on.ca/ssd/pnp/fac_resp.htm).

It is the student's responsibility to be familiar with the University's policies and Academic Regulations. These policies can be found at:

<http://www.guelphhumber.ca/cstudents/policies/index.shtml>

## ASSIGNED READINGS

Canadian Press Stylebook – 15<sup>th</sup> Edition:

Pages 50-110

Pages 243-296

Or 16<sup>th</sup> edition

Pages 54-117

Pages 251- 303

Pages 340-434 of 15<sup>th</sup> edition

Pages 347-440 of 16<sup>th</sup> edition

CP Stylebook

Pages 303-348 of 15th Edition

Pages 68-70 of 15th Edition (Freedom of Information)